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TITLE	Project LEARN: Learning Experiences Adjusted to Recognized Needs. Title III Project, Final Report.
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SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Mississippi State Dept. of Education, Jackson.
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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Mississippi

ABSTRACT

Project Learning Experiences Adjusted to Recognized Needs (LEARN), funded under Title III of the 1965 Elementary Secondary Education Act, as amended, has had three thrusts: (1) a diagnose strengths and weaknesses of individual students, academic, social, psychological, and physical, in designated grades; (2) to prescribe programs of learning activities to meet identified needs; and, (3) to provide, to as great a degree as possible, the treatment needed to meet the identified needs. Canton Municipal Separate School District is organized into four schools. Two schools include grades one through three; one school includes grades four through six; and one school includes grades seven through 12. The total student body is a little less than 4000 and is approximately 95 percent black. Project LEARN was an outgrowth of the realization of two facts: (1) that students in the Canton Public Schools were, as a whole, performing far below national averages, as determined by standardized achievement tests; (2) that students have individual differences and needs as they vary in backgrounds, abilities, interests, and experiences. Based on the organization of the school system, it was decided that the first, the fourth, and the eighth grades would be logical levels at which students should be studied in an effort to determine their strengths and weaknesses and to prescribe suitable programs of learning activities. (Author/JM)

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ESEA TITLE III

PROJECT LEARN

Learning
Experiences
Adjusted to
Recognized
Needs

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

TITLE III PROJECT

Final Report

Submitted By

Canton Municipal Separate School District

June 30, 1974

UD014935

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PART I - STATISTICAL REPORT

PART I

STATISTICAL REPORT
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III
P.L. 89-10, AS AMENDED

SECTION A -- GENERAL PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check One)

a. ___ INITIAL APPLICATION FOR TITLE III GRANT

b. ___ APPLICATION FOR CONTINUATION GRANT
If Application for Continuation Grant is preceded by Planning Grant, give:
1. Grant Number_____
2. Period: From_____ To_____

c. _X_ END OF PROJECT REPORT
Project Number 34-7114-2

2. MAJOR DESCRIPTION OF PROJECT:
Check one category below which best describes your project. If categories do not apply, check Not Applicable.

a. ___ Central City

b. ___ Geographically Isolated

c. _X_ Programs for Minority Groups

d. ___ Pre-Kindergarten Program

e. ___ Programs for Handicapped

f. ___ Not Applicable

3. PROJECT TITLE (5 Words or Less)

LEARN - Diagnosis, Prescription, Treatment

4. NAME OF APPLICANT (Local Education Agency)

Canton Municipal Separate School District

5. ADDRESS:

Street Address 403 East Lincoln

City Canton State Mississippi Zip Code 39046

SECTION A (CONTINUED)

6. NAME OF COUNTY

Madison

7. CONGRESSIONAL DISTRICT

Five

8. NAME OF PROJECT DIRECTOR

Mrs. Maurine M. Estes

9. ADDRESS:

Street Address 403 East Lincoln

City Canton State Mississippi Zip Code 39046

Telephone Number 859-5264 Area Code 601

10. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type)

Dr. Lamar Fortenberry

11. ADDRESS:

Street Address 403 East Lincoln

City Canton State Mississippi Zip Code 39046

Telephone Number 859-4110 Area Code 601

12. POSITION OR TITLE

Superintendent, Canton Public Schools

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED

June 30, 1974

SECTION A (CONTINUED)

13. MAINTENANCE OF FISCAL EFFORT OF EXPENDITURE OF NON-FEDERAL FUNDS (Check one)

X Average Per Pupil ADA

___ Average Per Pupil ADM

a. SECOND PRECEDING YEAR FISCAL YEAR ENDING June 30, 1972 $ 364.11

b. PRECEDING YEAR FISCAL YEAR ENDING June 30, 1973 $ 398.85

c. ESTIMATED CURRENT BUDGETED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1974 $ 477.84

14. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED

Five

15. TOTAL NUMBER OF LEA'S SERVED

One

SECTION B -- TITLE III BUDGET SUMMARY FOR PROJECT

	PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Mo. Year)	ENDING DATE (Mo. Year)	FUNDS REQUESTED
a. Initial Application or Resubmission	34-7114	7/1/71	6/30/72	$ 48,000
b. Application for First Continuation Grant	34-7114-1	7/1/72	6/30/73	$ 70,000
c. Application for Second Continuation Grant	34-7114-2	7/1/73	6/30/74	$ 60,000
d. Total Title III Funds				$178,000

SECTION B (CONTINUED)

2. COMPLETE THE FOLLOWING ITEMS ONLY IF THIS PROJECT INCLUDES CONSTRUCTION, IMPROVEMENTS TO SITES, REMODELING, OR LEASING OF FACILITIES FOR WHICH TITLE III FUNDS ARE REQUESTED. LEAVE BLANK IF NOT APPROPRIATE.

TYPE OF FUNCTION	TITLE III FUNDS REQUESTED
a. REMODELING ($2,000 or less)	$
b. CONSTRUCTION (over $2,000)	$
c. LEASING	$
d. IMPROVEMENTS TO SITES	$

SECTION C -- TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS ALL PROJECTS ACTIVE IN FISCAL YEAR

1.

		PRE-K	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	OUT OF SCHOOL YOUTH	ADULTS (exclude teachers)	TOTALS	TEACHERS ENGAGED IN INSERVICE TRAINING
a. School Enrollment in Geographic Area Served	(1) Public			2,041	1,714			3,755	- - - - -
	(2) Non-public		30	589	637			1,256	- - - - -
b. Persons Participating in Project	(1) Public			1,937	731			2,668	27
	(2) Non-public			0	0			0	0
	(3) Not Enrolled			0	0			0	- - - - -

2. TOTAL NUMBER OF PARTICIPANTS BY ETHNIC GROUPS (applicable to figures given in Sec.C1b)

White	Negro	American Indian	Puerto Rican	Oriental	Mexican American	Other (Specify)	TOTAL
157	2,511						2,668

SECTION C (CONTINUED)

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY LOW-SOCIO-ECON. AREA	OTHER CENTRAL CITY	OTHER URBAN
(Estimated) Percent of Total Number Served (Based on Total Number in Sec. C1b)	30%	6%	50%	14%	

SECTION D -- TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired for Project			
	NUMBER FULL-TIME	PART-TIME NO. OF PERSONS	PART-TIME FTE	TOTAL FULL TIME EQUIV. (Col 2+4)	NO. FULL TIME	PART-TIME NO. OF PERSONS	PART-TIME FTE	TOTAL FULL-TIME EQUIV. (Col. 6+8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION-SUPERVISION	1			1				
2. TEACHER:								
(a) Pre-Kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other								
3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians, etc.)	2			2				

SECTION D (CONTINUED)

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired for Project			
	NUMBER FULL-TIME	PART-TIME NO. OF PERSONS	PART-TIME FTE	TOTAL FULL TIME EQUIV. (Col 2+4)	No. FULL TIME	PART-TIME NO. OF PERSONS	PART-TIME FTE	TOTAL FULL-TIME EQUIV. (Col. 6+8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. TECHNICIANS (Audio-visual, Computer Specialists, etc.)					1			1
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)	2			2				
6. MEDICAL AND PSYCH. PERSONNEL								
7. RESEARCHERS, EVALUATORS								
8. PLANNERS AND DEVELOP								
9. DISSEMINATORS (Writer Publ Rel Personnel, Editors, etc.)								
10. Other Professional								
11. Para-Professional, Teacher Aides, etc.								
12. Other Non-Prof. (Cler., Bus Drivers, etc.)		1			1			1

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SECTION E -- SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (PERSONS MAY BE COUNTED MORE THAN ONCE)

Three Year Totals

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				ADULT	OUT OF SCHOOL YOUTH	NO. OF NON-PUB PUPILS	ESTIMATED COST (Amt. may overlap)
	PRE-K	K	1-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. DEVELOP,PLAN,EVAL,OR DISSEM. ACTIVITIES								
2. BETTER UTIL. OF INSERV. ED. OF INSTR. PERSONNEL			25	12				$19,970
3. PROG.FOR INSTIT.IMPROV. (Org.,Admin.,Mgt.)								
4. EDUC. CENTERS SERVING A LARGE AREA								
5. IMPROV.OR EXPAND CURR. Arts(Music,Theater,etc.)								
Language Arts			1,937	731				16,320
Foreign Languages								
Mathematics			1,937	731				16,320
Science			1,937	731				16,320
Soc. Stds/Humanities			1,937	731				16,320
Vocational/Ind. Arts								
Other-Specify_____								
6. EDUC. TECHNOLOGY MEDIA Computers								
TV/Radio			1,937	731				15,600
Other-Specify_____								

SECTION E (CONTINUED)

MAJOR PROGRAMS OR SERVICES	NUMBER OF PUPILS BY GRADE LEVEL				ADULT	OUT OF SCHOOL YOUTH	NO. OF NON-PUB PUPILS	ESTIMATED COST (Amt. may overlap)
	PRE-K	K	1-6	7-12				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. IMPROV.CLASSROOM INSTR. Flex.Sched,Ind.Instr.			1,937	731				$35,000
Other-Specify_____								
8. REMED. & SPEC. EDUCATION Handicapped								
Gifted								
Remedial Reading								
Speech and Hearing								
Other-Specify_____								
9. PUPIL PERSON. SERVICES Guidance			300	250				16,430
Social Work								
Health								
Psychological			5					50
Attendance								
10. COMM. SERV. OR PARTIC.								
11. MEET. CRIT. EDUC. NEEDS Central City								
Geograph. Isolated								
Minority Groups			680	370				10,000
Early Childhood								
12. SUMMER PROGRAMS								

PART II - EVALUATION REPORT

Section A. Final Evaluation

INTRODUCTION

In keeping with the emphasis in recent years upon the continuous progress of each individual, based on his own needs, interests, and abilities, Project LEARN--Diagnosis, Prescription, Treatment--has had as its overall goal the adjusting of learning experiences to meet the recognized needs of children in the Canton Public Schools. All activities of the project have been aimed toward achieving that goal.

Activities have dealt with both cognitive and affective development. Effort has been made to provide students with the opportunity to learn what is relevant to their lives, to participate to some degree in problem solving, to make some decisions for themselves, and to be free from some of the pressures of grades and grading. Efforts have been made to improve attitudes toward self and toward others, and to develop right values and good interests.

Recognition has been given to the need for teacher development. Teachers and supervisory personnel have been given special training to enable them to become more competent.

Canton Municipal Separate School District is organized into four schools. Two schools include grades one through three; one school includes grades four through six; and one school includes grades seven through twelve. The total student body is a little less than 4,000 and is approximately 95% black.

Project LEARN was an outgrowth of the realization of two facts: (1) that students in the Canton Public Schools were, as a whole, performing far below national averages, as determined by standardized achievement

tests; (2) that students have individual differences and needs as they vary in backgrounds, abilities, interests, and experiences. The administrative personnel are very much concerned that Canton students be able to compete satisfactorily with students from all parts of the nation.

Based on the organization of the school system, it was decided that the first, the fourth, and the eighth grades would be logical levels at which students should be studied in an effort to determine their strengths and weaknesses and to prescribe suitable programs of learning activities. Such studies had never been attempted in the Canton Public Schools.

Progress has been made by the trial and error method. Both positive and negative lessons have been learned. All administrative personnel, as well as Title III staff members, feel that the project has made many valuable contributions to the overall school program. The consensus of opinion is that the major activities of the project should be continued as integral parts of the local teaching/learning programs.

Project LEARN staff has included seven persons, six of whom have been full time:

2 instructional programmers, one of whom served also as director
1 guidance counselor
1 assistant to the guidance counselor
1 clerical worker
1 person who divides time between operating printing equipment and video tape recording used in inservice training
1 part-time bookkeeper

The local administration has provided strong support for the project and has furnished excellent facilities. Cooperation between the Title III program and other programs, both federal and local, has been strongly encouraged.

DIAGNOSIS

Project LEARN has had three thrusts: (1) to diagnose strengths and weaknesses of individual students, academic, social, psychological, and physical, in desigrated grades; (2) to prescribe programs of learning activities to meet identified needs; (3) to provide, to as great a degree as possible, the treatment needed to meet the identified needs.

MENTAL ABILITIES

The majority of the students of the Canton Public Schools come from an area classified as low-income and culturally deprived, a fact which contributes to the low level of academic achievement and self-concept. Workers in Project LEARN feel that the cultural background is a large factor in the low mental ability ratings indicated by the Otis-Lennon Mental Ability Tests and the California Short-Form Test of Academic Aptitude, which were administered during the first year of the project. The mean I.Q. for the fourth grade was determined to be 83.11, with a range from 60 to 112. For the eighth grade, the mean I.Q. was 80.52, with a range from 60 to 125.

PHYSICAL NEEDS

Early in the first year of the project, Title I and Title III personnel cooperated in trying to determine physical needs of the children in grades one, four, and eight which might have some relationship to their academic achievement. Many children were found to have visual, hearing, and dental problems. Many first grade children showed deficiencies

in perceptual-motor skills. Title I was able to provide medical help needed by many children. Title III did not participate in the meeting of physical needs.

ACADEMIC NEEDS

In trying to diagnose academic needs, one factor has been strongly evident. Children from the kind of cultural background as those in Canton Public Schools have a very real language problem in learning to read. The spoken language of their community is not the same as that found in the printed materials in school. In effect, children are having to learn to read a language that is foreign to them. This problem is often overlooked in trying to evaluate scores on mental ability tests and on standardized achievement tests.

In addition to using standardized achievement tests (California Achievement Tests, 1970 edition) to diagnose general academic needs, teachers and supervisory personnel have used locally made tests and have made careful observations. Consideration has been given to recommendations of consultants; individual conferences with students and with parents have been held.

To accommodate the need for information on student performance in addition to that provided by norm-referenced tests, several criterion-referenced tests have been used.

In mathematics, the following tests have been helpful:

(1) Prescriptive Math Inventory (CTB/McGraw Hill), which provides individual diagnosis of strengths and weaknesses in mathematics taught in grades four through eight. The test was used for grade eight to assist teachers in planning and organizing instruction.

(2) Diagnostic Tests and Self-Helps in Arithmetic (CTB/McGraw Hill) used to pinpoint specific weaknesses in fundamental arithmetic skills.

(3) Survey Tests of Algebraic Aptitude (CTB/McGraw Hill)--used as a follow-up of the general achievement test in the eighth grade with those students who were considered to have potential aptitude for the study of algebra.

In the field of reading, the following tests were used, with varying degrees of success:

(1) California Phonics Survey (CTB/McGraw Hill)

(2) Diagnostic Reading Scales (CTB/McGraw Hill)--to identify deficiencies that interfere with adequate reading.

(3) Stanford Diagnostic Reading Tests (Harcourt Brace Jovanovich)

(4) Analysis of Readiness Skills (Houghton Mifflin)

The most promising program investigated by Project LEARN for the diagnosis of individual needs in reading and in mathematics is the Fountain Valley Teacher Support System (Richard L. Zweig), a program that is both diagnostic and prescriptive in nature. Following the recommendation of Project LEARN, the Fountain Valley program is being incorporated into the total program of diagnosis and prescription for all students in the Canton Public Schools, grades one through eight.

GUIDANCE

In the field of guidance and self-appraisal, both commercial materials and locally made questionnaires have been used. Developing Understanding of Self and Others (American Guidance Associates, Career Games (Educational Progress Corporation), Elementary Guidance Kit (Science Research Associates), Focus on Self-Development: Stage Two, Responding (Science Research Associates), Guide to Academic Success (Leadership Dynamics), Kuder General Interest Survey (Science Research Associates) have all been helpful in both diagnosing and prescribing for students at different grade levels.

Self-appraisal questionnaires were used during the second year of the project in grades one and four with children selected at random. A

limited amount of follow-up was done with the same children during the third year. Available evidence indicated an elevation in self-concept that proved the value of work in this area of need.

In social studies classes, eighth grade students made a self-appraisal inventory, which laid the foundation for both individual and group counseling. Schedules of regular school classes limited the amount of counseling possible. Here again, that which was accomplished indicated the need for a great deal of this kind of service to students.

Samples of locally made questionnaires accompany this report.

CASE STUDIES--EIGHTH GRADE

Detailed case studies have been made of representative students from the eighth grade on a random sampling basis, in each of two years. A full report of the study made in the third year of the project accompanies this general summary. A report of the case studies made during the second year of the project was filed in the state office at the end of that year (1973).

SPECIAL STUDY OF FIFTH GRADE STUDENTS

Included in diagnostic efforts was a special study of a selected number of students in the fifth grade during the 1973-74 school year. The concern was with the effect of working in an open-space atmosphere as compared with that in a traditional classroom atmosphere. Fifth grade students were chosen for the study who had spent the entire fourth grade in the open space. The comparison group from traditional classrooms had approximately the same scores the year before as the open-space children. The two groups were tested together to avoid any variance in testing conditions. A special report of the study accompanies this project summary.

SUMMARY OF ACADEMIC FINDINGS

All diagnostic efforts combined have indicated a great need for much additional work in this area. Project LEARN staff members believe that a different approach to teaching children in Canton Public Schools would be much more effective than that which has been used in the past. The nature of another approach could be determined only after much careful study and probable experimentation over a period of several years.

In the early days of Project LEARN, the goal was that at the end of the three-year project period, based on norms supplied by California Achievement Test Scoring Service,

(a) the average achievement level of first year pupils would be about the 40th national percentile, instead of the 24th in 1971,

(b) fourth year pupils would show an average gain of nine months over the previous year's scores,

(c) eighth grade students would show an average gain of eight months over the previous year's scores.

At the conclusion of the project (1974), the average achievement level of first year pupils remains very low, at the 26th national percentile. Although fourth year pupils have averaged a gain of five months over the scores for the previous year, they are ranked at the 11th national percentile. Eighth grade students have averaged a gain of eight months, but are ranked at the 10th national percentile.

On the next two pages are charts which picture the grade equivalent scores from California Achievement Tests, 1970 edition. The first chart compares the scores of the first, fourth, and eighth grades in the spring of 1972 with the scores of the same groups of children in 1973 and in 1974. The second chart compares the grade equivalent scores of the first, fourth, and eighth grades for each of the years of the project.

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CALIFORNIA ACHIEVEMENT TESTS: 1970 edition

Comparison of Grade Equivalent Scores 1972, 1973, 1974

	1972	1973	1974	1972	1973	1974	1972	1973	1974
Grade level	1.6	2.6	3.7	4.6	5.7	6.7	8.5	9.5	10.6
No. students tested	323	301	305	328	318	340	286	251	209
Reading Vocabulary	.8	1.7	1.9	2.0	3.1	3.7	5.1	5.5	6.7
Reading Comprehension	1.3	1.7	2.5	2.9	3.2	4.1	5.3	5.7	6.5
Reading Total	.8	1.7	2.2	2.5	3.1	3.8	5.2	5.3	6.5
Math Computation	.8	1.9	3.1	3.0	3.7	4.5	5.9	6.0	6.5
Math Concepts & Problems	1.0	1.7	2.5	2.7	3.2	4.0	5.5	6.1	6.5
Math Total	.9	1.8	2.9	2.9	3.5	4.3	5.8	6.1	6.5
Language Auding (1st only)	.9								
Language Mechanics	1.2	2.0	2.5	2.5	3.4	4.4	5.3	5.9	7.2
Language Usage & Structure	.8	1.3	2.2	2.7	3.3	4.3	5.9	5.8	6.8
Language Total	.9	1.7	2.4	2.5	3.5	4.4	5.5	5.8	7.2
Spelling	1.2	1.8	2.5	3.1	3.1	4.8	5.5	6.2	6.7
Battery Total	.8	1.7	2.5	2.7	3.3	4.1	5.4	5.8	6.7

CANTON PUBLIC SCHOOLS

TITLE III, 1972-74

CALIFORNIA ACHIEVEMENT BATTERY SUMMARY

COMPARISON OF MEAN GRADE EQUIVALENT SCORES IN PILOT GRADES (1, 4, 8) FOR FOUR YEARS, 1971-74

*1971 was a pre-project year.

Year/ Grade	No. of Students	READ. Vocab.	READ. Cmprhn.	READ. TOTAL	MATH Compu.	MATH Cnc/Pr.	MATH TOTAL	LANG. Mech.	LANG. Usage	LANG. TOTAL	Spl.	BTRY. TOTAL
1971* 1.7	369	0.9	1.2	0.9	0.8	0.8	0.8	1.1	0.9	0.9	1.2	0.8
1972 1.6	323	0.8	1.3	0.8	1.0	0.9	0.9	1.2	0.8	0.9	1.2	0.8
1973 1.7	316	0.9	1.3	0.9	1.1	0.9	1.0	1.2	0.8	0.9	1.2	0.9
1974 1.7	306	0.8	1.5	0.7	1.3	1.0	1.1	1.2	0.8	0.9	1.3	0.8
1971* -	Not given	-	-	-	-	-	-	-	-	-	-	-
1972 4.6	358	1.9	2.8	2.4	2.9	2.6	2.8	2.4	2.6	2.4	3.0	2.6
1973 4.6	300	2.4	2.8	2.6	3.2	2.7	3.0	3.1	2.8	3.0	3.3	2.9
1974 4.7	356	2.3	2.8	2.5	3.2	2.6	3.1	3.0	2.6	2.9	3.1	2.9
1971* 8.5	257	5.1	5.3	5.2	5.9	5.7	5.9	4.9	6.2	5.4	5.9	5.4
1972 8.5	286	5.1	5.3	5.2	5.9	5.5	5.8	5.3	5.9	5.5	5.5	5.4
1973 8.7	335	5.1	5.2	5.2	5.7	5.6	5.8	5.5	6.2	5.9	5.4	5.5
1974 8.7	314	4.8	5.3	5.0	5.8	5.3	5.6	5.2	5.9	5.6	5.4	5.3

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It will be noted that the gap between grade level and achievement level is wider in the upper grades than in the lower grades.

One big contribution made by Project LEARN to schools is to point up the very real need for change in the approach to preparing children in this area of the nation to be able to meet their responsibilities as productive American citizens. There is need for a great deal of in-depth work of a social nature, the kind of work that is done by specially trained personnel. An educational program in the schools is unable to meet all the needs of the children in the Canton Municipal Separate School District.

PRESCRIPTION AND TREATMENT

The major emphasis of Project LEARN has been that of prescribing programs of learning activities for the students, programs aimed at meeting the needs, abilities, and interests of each child.

STUDENT INVOLVEMENT PROJECTS

Effort has been made to move from the traditional practice of either promotion from one "grade" to another for those children who were considered to be ready by the teacher, or retention and repetition of work for those children who were judged as having failed. Once the child is branded as a failure, he will rarely succeed in school. The method of utilizing a continuous progress curriculum is aimed at removing this handicap.

However, the majority of parents have had difficulty in understanding and/or accepting the idea of no "promotion" per se. Children, therefore, are still classified as being in a designated grade, even though the continuous progress curriculum is followed.

The bases of the programs of study are modules which consist of behaviorally stated instructional objectives, directions for study, lists of materials needed, and instruments for measuring progress. The modules are locally known as SIPs (Student Involvement Projects) and are prepared by local school personnel. These teaching-learning units vary in composition, as they are constructed for use by students of different levels of ability. They aid in providing each student with a specific program of work, based on the special needs of that student.

Classroom teachers write the SIPs based on their teaching experiences. The adopted continuous progress curriculum, grades 1-12, is followed so as to maintain a logical sequence of concepts. After being field tested by the teachers during one year, SIPs are revised and refined by Project LEARN staff members who are employed specifically for that purpose. Included in each SIP are learning activities of different degrees of difficulty, which enables every student to progress from SIP to SIP as his learning ability allows. Teachers guide each student in the selection of learning activities and in the choice of reference materials. Students are encouraged to work at full speed, but a slow worker is, in no way, punished for being slow.

A course of study is organized into "parts" with each part made up of a designated number of SIPs. A "part" roughly corresponds to an average year's work, but parts are labeled with letters A-L instead of being designated by grade numbers. The number of SIPs in each part varies according to the course of study.

Working individually or in small groups, children may complete all SIPs in a given part in less time than a school year and move on to the next part. Or they may need more time than a school year to complete one part, in which case they begin each year's work right where they ended their work the year before and move forward. To a degree, this minimizes the idea of a slow learner's failing and having to be retained in his grade.

A progress chart for each child for each level of each subject is kept by the teacher and is filed in the student's cumulative folder at the end of the school year. Each progress chart is an outline, by SIPs, of one "part" and indicates how many SIPs the student has completed at any given time. Project LEARN has developed the progress charts, as well

as edited, even rewritten, the SIPs. The charts are very helpful in the grouping and sub-grouping of students who are working at about the same level. Samples of progress charts accompany this report.

Another form developed by Project LEARN is the "Individual Test Record." This profile makes possible a comparison of a student's achievement records, in stanines, (California Achievement Battery Summary) over a period of six years. It, too, is filed in his cumulative folder. A sample of this form is included.

TEACHING MATERIALS

Project LEARN has been able to provide many teaching materials in all subject areas. Some particularly helpful programs have been: Lessons for Self-Instruction in Basic Skills - Arithmetic Fundamentals (CTB/McGraw Hill), Distar - Arithmetic (Science Research Associates), Distar - Language (Science Research Associates), Peabody Language Development (American Guidance Service).

PSYCHOLOGICAL COUNSELING

During its second year, Project LEARN experimented with bringing interning psychologists from the University Medical School in Jackson, Mississippi, to work with teachers in dealing with young students who were showing severe emotional symptoms. This is a service made available by the Medical School Department of Psychiatry. The experiment indicated that the service of these interns would be helpful, as a number of small children have shown a need for psychological help. Unfortunately, local conditions which could not be changed did not allow Project LEARN to carry out plans to utilize the service during the third year of operation.

INSERVICE TRAINING

Canton Public Schools operate a continuing program of inservice training for all faculty members, to which Project LEARN has contributed in many ways. Teachers have been provided with materials for their personal growth and development as well as materials aimed at helping them become more effective teachers.

Executive Motivation Program and Dynamics of Personal Leadership, both produced by Leadership Dynamics, were used with a small number of teachers who were recommended by their principals as needing particular help. Evaluation of this program and the results was made by school principals and supervisors. As might be expected, some teachers gave evidence of trying to benefit from the group sessions and some seemed to be content to remain as they had been.

Minicourses (Macmillan Educational Service) in methods of teaching at different levels and in different subject areas were used extensively. TV recording and playback equipment was utilized in working with all first, fourth, and eighth grade teachers, both individually and in teams. Teaching techniques have shown appreciable improvement as a direct result of the Minicourses. Supervisory personnel have been favorably impressed with the results of this program of inservice training, so much so that they have requested it be made available to teachers at other grade levels.

To aid teachers in the writing of SIPs, Project LEARN provided materials dealing with both methods and objectives. Much help was obtained from Instructional Objectives (Instructional Objectives Exchange).

PART II - EVALUATION REPORT

Section B. Effectiveness of the Project as a Demonstration

a. The major activities of Project LEARN will be continued after the termination of Federal funding. The use of the same instruments for studying the strengths/weaknesses of children will be continued in the pilot grades--one, four, and eight. In addition, because of the effectiveness of such studies in these grades, some of the same kind of studies will be made at other levels through grade nine.

During the project, the counselor has in effect served as coordinator of the total testing program for all schools, a development which immediately enlarged the effectiveness of Project LEARN. The counselor and her assistant have devoted much time and effort to instructing teachers in the use of data from the different kinds of tests and questionnaires, all of which has resulted in improved attitudes on the part of teachers toward their students and in better teaching efforts.

The provision of opportunities for learning experiences to meet the identified needs of children will continue to be of major importance. Individual learning directives (SIPs) will be continued, with continuous revision as needed.

Visiting in the homes, which was so important in the case studies made by Project LEARN, will be continued as part of a new Federal program, but on a much more extensive scale. Also included in the new Federal program will be individual tutoring, a need for which has been determined by the work of Project LEARN.

Especially strong will be the use of criterion-referenced tests such as the Fountain Valley Teacher Support System, which both diagnoses and prescribes for the individual student.

b. Project LEARN was planned as a three-year program, 1971-1974, and, therefore, will not be continued as a project. Canton Public Schools will continue many of the activities aimed at diagnosing and prescribing for the educational needs of children.

c. Whether or not other school systems have adopted elements of the Canton project is not known. The project has been discussed with representatives from other schools and some locally prepared materials have been shared.

d. The goal of Project LEARN has been essentially the same as that of the state Title III goal--to increase the quality of education in meeting the changing conditions that face our schools.

A preliminary overview of the educational needs of students in Canton Public Schools, following desegregation in 1969, revealed needs so great as to be almost overwhelming. All efforts at teaching were to the "average child" with little or no attention being shown to different needs of individual students. Moreover, there was a strong negative attitude toward school and toward learning in general on the part of many teachers and students.

As Project LEARN is being phased out, there is much evidence of a more positive attitude toward teaching/learning. Progress has been made in focusing attention on the individual child. Title III's work has contributed greatly to bringing about this change, as it has been incorporated as an integral part of the total school program.

e. The major objectives of Project LEARN may be summed up as follows:

1. To determine by every means available the educational needs of pupils in the designated grades (one, four, eight)
2. To group and sub-group students in such a way that learning opportunities to meet the determined needs will be available to every student

3. To project learning programs for students which will enable each child to progress smoothly from one level of learning to another, as he works in accordance with his own abilities
4. To make available materials and activities to accommodate the different levels of educational needs of pupils, especially in the pilot grades
5. To promote inservice training for teachers

The impact of Project LEARN has been felt in many ways, but evaluation of the project is largely subjective. Throughout the school system there has developed a greatly improved attitude on the part of teachers and pupils toward trying to achieve scholastically and toward themselves personally. Improved morale is evident.

As to specific objectives stated above,

1. All test scores are carefully studied, teacher evaluations and self-appraisals are considered, observations made by home visitors are noted
2. Grouping and regrouping of students has been flexible and is based on two things--standardized test scores and performance in working with the prescribed learning programs
3. Individual progress charts for each child, kept by teachers, indicate at any specific time the progress of that child in his individual program of work
4. Evaluation of the SIP program is based on how students work with the SIPs and the rate of growth as indicated by a comparison of recent achievement scores with those of pre-project tests

5. Observations by supervisors and principals have been made of teachers following inservice training, to determine improvements in teaching methods

It is to be expected that some teachers would be reluctant to break away from the traditional classroom approach, but the overall cooperation with the program of diagnosis, prescription, and treatment has been very encouraging.

f. With the passing of time has come the realization that as originally stated anticipated outcomes were too great for a project of the nature and size of Project LEARN.

Diagnosis activities revealed a community and cultural character that was not within the scope of the project's activities. The relationship between the child's learning progress and his cultural background has been identified as of vital importance, all too often the deciding factor in the quantity and quality of his education. Work in this area of need belongs in the realm of the social sciences.

At the time of this writing (1974), standardized tests reveal that the average student in Canton Public Schools still has a very low rank in national percentiles--below the 20th. Educators in Canton Public Schools realize that desired improvements will require more time than that allotted to the current project, but it is believed that future measurements will show a decided elevation in scholastic scores and national percentile rankings as a result, at least in part, of the work of the project. Some evidence of individual improvement was apparent in the spring 1974 testing.

g. Perhaps the most important change in the school is the elimination of the idea of failure by any student, with the provision for each child to progress on an individual basis according to his needs and abilities.

The success of Project LEARN in identifying needs has been the basis upon which the current Title I project in Canton Public Schools has been built. The major emphasis of Title I is intensive effort to improve reading and mathematics skills of approximately 50% of the total school enrollment, children who have been identified as performing on grade levels below their class means.

PART III - DISSEMINATION REPORT

Section A. Summary

The first level of dissemination of information about Project LEARN has been principals meetings, which are held weekly. Proposed activities, programs of work, progress made, and results of efforts have all been presented and discussed in these meetings.

Formal and informal meetings with supervisors in the schools have been utilized to discuss project activities. In general faculty meetings the project has been presented and explained, as well as in faculty meetings in the different schools where the pilot grades are located.

The Advisory Council consisting of equal numbers of black and white citizens has been a link with the community at large. In occasional meetings, but especially by means of the telephone, these members have been informed about the project and have been asked to serve as informants to the community. It is regretted that this Council has not functioned as well as had been expected.

The local newspaper, The Madison County Herald, has cooperated well with publicizing information. Two copies of one article published are included with this report.

The publication of the Canton Education Newsletter was a Canton Public School project shared by Title III and Title I. Copies of the publication accompany this report.

School administrators have discussed the various school programs, including Title III, at some of the local civic clubs.

Visitors from three other Mississippi school systems have observed Project LEARN in action and have asked for copies of various materials developed by the project staff.

Whatever the method used for dissemination, the concept always emphasized is that each student is an individual who needs to have his particular strengths and weaknesses diagnosed and to have learning programs planned especially for him. This has been the basis for all Project LEARN activities.

PART III - DISSEMINATION REPORT

Sections B and C. Samples of Publications

Samples of forms and other materials developed by Project LEARN listed below accompany this report. They are not bound with the report because of bulk.

Self-Appraisal Forms

Newspaper Clippings

Canton Education Newsletter

Case Study Forms:

- Guidelines
- Basic Data from Cumulative Record
- Student Profile
- Guidance Questionnaire
- Teacher Check List
- Parent Interview Report

Learning Directives (SIPs):

- How to Write a SIP
- SIP Identification Key
- Teacher's SIP Evaluation Report
- Progress Charts (grade 4 only)
- Individual Test Record
- Samples of SIPs

Copies of the case studies report and of the open area study report accompany this general summary of Project LEARN.